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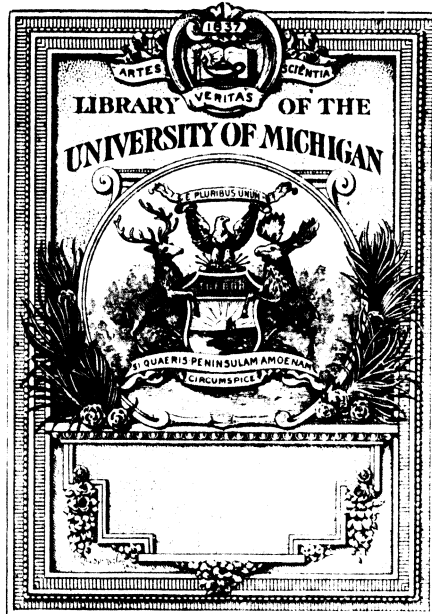
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Philippine Islands-Bureau of Education



UNIV. OF MICH
MAR 1 1910

The Government of the Philippine Islands
Department of Public Instruction

Bureau of Education



A Statement of Organization and
Aims Published for Gen-
eral Information

December, 1908

Provisional Bureau of Education

Manila
Bureau of Printing
1908

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THE BUREAU OF EDUCATION OF THE PHILIPPINE ISLANDS.

A STATEMENT OF ORGANIZATION AND AIMS PUBLISHED
FOR GENERAL INFORMATION.

THE Bureau of Education was organized by the United States Philippine Commission in January, 1901, and is one of several Bureaus under the Department of Public Instruction. All public schools in the Philippines, except those in the Moro Province, are under the charge of the Director of Education, the Chief of the Bureau.

For the purposes of school administration the Philippine Archipelago is divided into thirty-six school divisions, besides those of the Moro Province, in each of which there is a division superintendent of schools. These superintendents receive salaries ranging from \$1,600 to \$3,000 per annum. The two technical schools of the Government—the Philippine Normal School and the Philippine School of Arts and Trades—have superintendents whose status is the same as that of superintendents of school divisions.

The Bureau employs and pays the salaries of 795 American teachers. The salaries of these teachers range from \$900 to \$2,000, the mean compensation being \$1,300; there are, however, above this figure, 313 positions. Promotions are made by the Director of Education, subject to the approval of the Secretary of Public Instruction, whenever the merit of a teacher becomes conspicuous and there are vacancies in the better paid positions. In addition to the American teachers there are 500 Insular Filipino teachers, who are paid by the Insular Government salaries ranging from \$240 to \$600 per year, and 6,211 Filipino municipal teachers, appointed by division superintendents under regulations of the Director, who are paid from the school funds of the municipality in which they teach. These teachers receive at the present time an average compensation of about ₱18.50, Philippine cur-

rency, monthly. In addition to these teachers there are about 600 "aspirantes" or "apprentice" teachers engaged in teaching. In some cases these apprentice teachers receive nominal pay, but in most cases their services were unremunerated except by the privilege of attending teachers' classes and institutes. With the 63 primary teachers in the Moro Province a total of 6,274 Filipino municipal teachers, exclusive of the Insular teachers who are paid by the central government, were employed in the public primary schools at the close of the school year 1907-8 in March.

The work of the Bureau of Education includes the organization and conduct of primary schools, which up to the present time have offered a three-year English course, but which is now being expanded into a four-year course strongly emphasizing industrial education throughout the last year and a half; of intermediate schools, which give three years' additional instruction, and which throughout the course lay great emphasis upon industrial training—in tool work, agriculture, and housekeeping; of provincial high schools, maintained in part by the provincial governments and in part by the Insular Government, in which five different courses of from two to four years each are given. These courses are in (1) literature, history, and the sciences, (2) teaching, (3) commerce, (4) agriculture, and (5) arts and trades.

There were in the month of March, 1908, the closing month of the school year 1907-8, 374,600 pupils who received instruction in the public schools, exclusive of those who received instruction in the night schools. Of this number, 359,738 were in the primary schools, 13,379 in the intermediate and 1,324 in the high-school courses, while the enrollment for the year was 486,676.

The work of the American teacher is mainly of two kinds; first, supervising school districts; second, teaching in intermediate or high schools or in one of the two technical schools. These schools are usually situated at the capitals of the provinces. The surroundings are sufficiently comfortable, and the work corresponds in most respects to that of a class-room instructor in the United States. Teachers in the provincial high schools become members of small American communities. Women teachers, almost without exception, are assigned to duty in these schools, or in intermediate schools, where they can have the advantages incident to a station in one of the larger towns where there are

other American teachers and a greater variety of and better stores.

The work of school district supervising, however, is pursued under very different conditions. The teacher usually lives alone in a town separated by some miles from other communities, and very frequently he is the only American resident in a large area. As supervising teacher, he is the representative of the division superintendent in the district. He must consult tactfully and helpfully with the municipal president and council, present the school needs of the locality to this body, and obtain their coöperation and municipal support. His relationship with the people of the town must be kindly, helpful, and above reproach. He has under him a corps of native teachers of from six to thirty, whose work he lays out and whom he constantly visits and assists in its discharge. He has the task of organizing new schools, especially in hamlets known as "barrios," which are separated from the town centers. A large percentage of the time of the supervising teacher is spent in school visitation, traveling sometimes on foot or by horse and vehicle, and sometimes by banca or canoe. As a part of their duty, these teachers have to acquaint themselves thoroughly with the geography of their districts. They must know every hamlet and road, and must thoroughly understand the social composition of the community where they are working. This is work which can obviously be accomplished only by a man. For this reason, the great majority of the teaching force is composed of men. In many cases, however, a man and wife are assigned together in a town, the man carrying on the work of supervision and the woman the instruction of the advanced classes in the central municipal school.

Most of these teachers rent their own homes in the town centers, having their own establishments and servants, which can be maintained at an expense somewhat in excess of that in the United States. At other times the American teacher, if alone, boards with some Filipino family. The actual and necessary traveling expenses of the supervising teachers incurred in the performance of their work are paid for by the Bureau of Education.

• Appointments of teachers in the United States are now made exclusively from an eligible list certified by the Philippine Civil

